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Routt College

Jacksonville, Illinois

1910-11

ROUTT COLLEGE

ROUTT COLLEGE

JACKSONVILLE, ILL.

1910-11

STATE OF ILLINOIS
DEPARTMENT OF STATE

James A. Rose, Sec'y of State

TO ALL TO WHOM THESE PRESENTS SHALL COME, GREETING:

WHEREAS, a certificate duly signed and acknowledged has been filed in the office of the Secretary of State on the thirteenth day of December, A. D., 1905, for the organization of the ROUTT COLLEGE, under and in accordance with the provisions of an act concerning corporations, approved April 18th, 1872, and in force July 1st, 1872, and all acts emendatory thereof, a copy of which certificate is hereto attached;

Now therefore, I, JAMES A. ROSE, Secretary of the State of Illinois, by virtue of the powers and duties vested in me by law, do certify that the said ROUTT COLLEGE is a legally organized corporation under the laws of this State.

In testimony whereof, I hereto set my hand and cause to be affixed the great seal of the State.

Done at the City of Springfield, this thirteenth day of December, A. D., 1905, and of the independence of the United States, the one hundred and thirtieth.

JAMES A. ROSE,
Secretary of State.

[SEAL]

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THE FOUNDERS OF THE INSTITUTION

ITS AIM

The Founders of Routt College, the men who made this institution possible, are William Reuben Routt, and his son, Harvey J. Routt. William R. Routt was born in Kentucky in 1832, and with his parents moved to Illinois when he was two years old. His mother was Catharine Maria Springer, the sister of Reuben R. Springer, the philanthropist who gave to Cincinnati its Music Hall.

The aim of this institution is to provide a well-rounded education free to deserving boys and girls of all classes and creeds. Thorough instruction is supplemented by refining influences and the training aims to produce both good scholarship and gentlemanly manners.

While this institution gives absolutely free education to as many as it can conveniently, at the same time, in justice to all, references will be required and the right reserved to decline to retain any pupil who may prove himself unfitted to be a member.

CHARACTER OF THE INSTITUTION

Routt College is absolutely free to all who satisfy the requirements for admission. No tuition whatever is charged in any department or for any subject taught. While maintaining a high standard of excellence, it endeavors especially to provide instruction for worthy and deserving persons who would otherwise be denied this benefit. The only expense connected with the College is board and lodging. However, living expenses need not exceed a very moderate sum. A plan is now under advisement whereby a number of scholarships will be awarded to the most deserving. These scholarships will include tuition, board and lodging, free of all cost to the student.

GENERAL SCOPE

While the College has had a small beginning and has otherwise been hampered, the courses are better than in many of the larger institutions, with superior facilities. Not many courses are offered. A wide electivism, which encourages premature specialization, is carefully guarded against. The College recognizes that some branches are absolutely necessary for a liberal education, and these are made the basis of instruction. Recognizing the fact that a liberal education tends more to a harmonious development of all the faculties than to specific equipment or the acquisition of useful knowledge, the plan provides a curriculum making obligatory the studies that best train the mind and promote mental activity.

The College comprises, with its Preparation Department, seven classes leading to the B. A. degree. The studies pursued

are History, Mathematics. Science, English, Greek, Latin, German, French, Spanish, Rhetoric, Poetry, Elocution, Philosophy.

In a moral way particular care is given in grounding the students in those principles that best make for an earnest and upright Christian character.

ADMISSION TO ADVANCED STANDING

A student may be admitted at any time to any class after passing examinations in all the studies of that class. Students from other colleges on presenting letters of honorable dismissial may be admitted to such standing as may seem equitable in view of the work already done.

EXAMINATIONS

The progress of the pupils is guaged by the work in the class room and by monthly tests. Semi-annual examinations are held in June and February. Pupils failing in either of these two examinations will be required to pass on the subject the next succeeding term.

CLASS STANDING

A weekly per cent. of the student's class standing is posted. This standing is judged by the quality and character of the recitations. Monthly reports representing the combined results of class standing and monthly tests are sent out. These are to inform parents or guardians of the work done. Students whose combined standing averages ninety per cent. or over, in any branch of instruction and whose standing in conduct likewise is 90 per cent. will be excused from taking the semi-annual examination in that branch.

REGULATIONS

The College considers itself bound in justice to procure as far as possible the advancement of all students. This however, can be done only with the active co-operation of parents or guardians. They are therefore urged to see that students under their care comply in every respect with College regulations.

It is of primary importance that students devote at least three hours daily, outside of class hours, to the preparation of recitations and other school work.

Besides this, punctuality and regular attendance are absolutely necessary to insure successful teaching. Absence, even for a short time, lowers class standing and hinders anything like solid study. Hence it is preferable that the student be withdrawn altogether, if he or she cannot attend regularly.

From the opening day of classes, the College insists on daily attendance.

Classes begin promptly at nine A. M. and close at three thirty P. M. An intermission from twelve M. to one thirty P. M. is allowed for dinner.

EQUIPMENT

Routt College is ample in every respect and has every modern improvement for educational purposes. It is situated on East State street. It is centrally located, and easily accessible from all points of the city and surrounding country.

The building is a handsome structure of red brick trimmed with cut stone. A spacious hall, used for commencement exercises, lectures, recitals and all other College functions, occupies the top floor. It has a seating capacity of five hundred.

The study hall is situated on the second floor, and is especially arranged for quietness, light and comfort.

The laboratories are equipped with the latest apparatus for

the performing of experiments in the scientific department, and no expense has been spared in the purchase of this equipment.

There is also a gymnasium for physical culture. Classes in this department are regularly given, under the supervision of an experienced instructor. Shower baths and locker rooms are in connection.

NEEDS OF THE COLLEGE

While the progress of the College has been supremely gratifying, its sphere of activity could be greatly enlarged by additional facilities and equipment. The fact that it is a FREE INSTITUTION implies that money is especially needed to carry on its work. Depending solely upon its endowment fund, which as yet is only seventy-three thousand dollars, it cannot be expect to do what has been mapped out fully and efficiently, in the ever increasing demands of modern education. Therefore the College appeals to those interested in the advancement of FREE EDUCATION.

Much yet remains to be done in carrying out the original plans of the institution; namely, to establish free tuition and board. We wish to enlarge the College and to increase its facilities, with a view of benefitting a large number, instead of a limited few. We wish to be able to receive all and to give an education free of expense, instead of being compelled to limit our numbers for lack of accommodations.

Other instutions, where students are regularly charged for tuition, have received large benefactions from wealthy citizens. May we not hope that ROUTT COLLEGE, which was opened to furnish an education to deserving students free of all cost, will also receive its share of the money devoted to the cause of education?

REQUIREMENTS FOR ADMISSION TO THE COLLEGE

LATIN—The candidate for admission must have a good working knowledge of Latin Grammar. His knowledge of Latin Composition will be tested by the assignment of a passage based on the authors read in the High School curriculum. Ability to read, translate and explain such geographical, historical mythological allusions as may occur in the text, will be required. The authors read are:

Caesar: Gallic War, Books I-IV.

Cicero: The Orations against Catiline, On the Manilian Law, For the Poet Archias.

Vergil: Aeneid, Books I-IV, with selections from Book VI.

ENGLISH—Familiarity with the precepts governing Composition and Rhetoric, as laid down in such works as Herrick & Damon. The examination in Literature will be based on the Uniform College Entrance Requirements.

MATHEMATICS—For admission the candidate must show a satisfactory knowledge of Elementary Algebra, Plane and Solid Geometry.

HISTORY—The student must prove himself conversant with the main facts of Ancient History, English History and the General History of the Christian Era.

SCIENCE—A general idea of the principles of Botany and a year's study of High School Physics. The usual Note Book and evidence of Laboratory work will be required.

LANGUAGES—The student must present three years of work in either Greek or French, or German, at his option. In Greek, besides a knowledge of the main facts of Grammar, he will be required to translate an assignment based on the Anabasis, Bks. I-IV and Homer's Illiad, Bks. I, III, IV,VI. In French and German the examination will embrace regular and irregular forms, composition work, reproductive translation, and the translation of a selected passage from the standard French or German authors.

DESCRIPTION OF COURSES

PHILOSOPHY

The object of the courses in philosophy is to train the student to correct habits of thinking and to furnish the principles on which his intellectual life is to be based.

COURSE I—Dialectics or Formal Logic: Knowledge. Science. Philosophy: Its Definition and Division. Natural and Artificial Logic. Minor and Major Logic.

The Three Operations of the Mind. Material and Formal Object of an Idea. Extension and Comprehension. Mental and Oral Terms. Division of Ideas. Transcendental and Non-Transcendental Universals. The Heads of Predicables. The Porphyrian Tree. Division of Terms. Analogy. Supposition of Terms. Judgment. Propositions, their Nature and Division. Extension and Comprehension of Predicate. Quantity and Quality of Propositions. Opposition. Conversion and Equivalents of Propositions. Reasoning and Argumentation. The Syllogism: Its Figures and Moods. Reduction to First Figure. Various kinds of Syllogisms and their Laws. Other forms of Argumentation. Demonstration and its Division. Probable Argumentation. Analogy and Hypothesis. Fallacies. Deduction and Induction. Complete and Incomplete Induction. Analytical and Synthetical Method. Definition and Division. Sciences, their Division and Subordination.

COURSE II—Criteriology or Applied Logic.

Truth. Ontological, Logical and Moral Truth. Falsity. Logical Truth and Falsity, Completely Found in the Judgment Only. General and Partial Causes of Error.

States of the Mind in Relation to Truth: Ignorance, Doubt, Suspicion, Opinion, Certitude, Metaphysical, Physical and Moral Certitude. Natural and Philosophical Certitude. Universal and Partial Scepticism. Descartes' Methodic Doubt.

Means of Arriving at Certitude: External Senses. Internal Senses. Intelligence. Reason. Consciousness. Intellectual Memory. Transcendental and Acosmistical Idealism. Subjective Idealism of Fichte. Objective Idealism of Berkeley. Belief, On Divine Testiminy. Belief On Human Testiminy with Regard to Past or Present Events. Oral Tradition. History. Monuments.

Ultimate and Universal Criterion of Certitude. System of DeLamenais, Huet. The Traditionalists. Descartes. Reid. Rousseau. Galluppi. Objective Evidence.

COURSE III—General Metaphysics.

The Objective and Formal Concept of Being. Being in General. Analogy of Idea of Being. Principles Derived from Idea of Being. The Principle of Identity. The Principle of Excluded Middle. The Principle of Contradiction. Kant's Criticism of this Principle as formulated by Scholastic Philosophy. Causation. Time and Space.

Essence and Existence. Physical and Metaphysical Essence. Properties of Essences. Our knowledge of Essences. Refutation of Locke's Opinion. Existing and Possible Being. Intrinsic and Extrinsic Possibility. Origin of Intrinsic Possibility. Refutation of Wolff, Occam and Descartes.

Attributes of Being. Transcendental and Predicamental Unity. Identity and Distinction. Immutability of Truth. Stuart Mill's Denial of Necessary Truth. Goodness. Evil. Physical and Moral Evil. Metaphysical Evil of Liebnitz.

The Categories of Being. Substance and Accidents. Hypostasis and Personality. Distinction between Nature and Person. Separability of Accident from Substance. Principal Accidents and their Division. Quantity. Quality. Relation.

Principle and Cause. Intrinsic and Extrinsic Causes. Principle of Causuality. Perfection of Being. The Finite and Infinite. Necessary and Contingent Being. Mutable and Immutable Being. Duration. Time. Eternity. Order and Beauty.

COURSE IV—Psychology.

Life. Life in General. Properties of Living and Non-Living Bodies. Immanency of Action. Scholastic Concept of Life.

Plant Life. Biologic Mechanism. Anti-Mechanistic Theory. Origin, Unity and Divisibility of the Vital Principle. The Vegetative Function: Nutrition, Growth, Reproduction. Plants, Non-Sentient. Spontaneous Generation.

Animal Life. Animals not Automata. Origin, Nature, Unity Divisibility of the Animal Soul. Animals, Sentient Beings, Not

Endowed with Intelligence. Instinct. Theories of the Origin of Instinct.

Rational Life. Empirical and Rational Psychology. Methods of Psychology: Retrospective, Objective. Classification of Human Faculties. Distinction Between the Soul and Its Faculties.

Empirical Psychology: Sensitive Life. Nature of Sensation. Sensation and Perception. Scholastic Doctrine of Species. Properties of Sensation.

The Senses. External and Internal. Cognitional Value of the Senses. Law of Relativity. Scholastic Doctrine of the Internal Senses. Common Sense. Estimative Faculty or Particular Reason. Sensuous Memory. Imagination. Hallucinations. Dreams.

Perception of the Material World. Sceptical Theories. Descartes, Locke, Berkeley, Hume, Mill, Bain. Realism.

Sensuous Appetite. Scholastic Theory of Appetency. Feeling. Theories of the Nature of Pleasure and Pain.

Intellectual Life. Intellect and Sense. Erroneous Theories. Sensationalism. Nominalism. Conceptualism. Exaggerated Realism. Moderate Realism.

Origin of Ideas. Intellect and Brain. Theory of Innate Ideas. Ontologism. Empiricism. Scholastic Theory. Origin of Necessary Truths. Localization of Cerebral Functions.

Judgment and Reasoning. Analysis of the Judicial Process. Induction and Deduction. Knowledge and Belief.

Attention and Reflection. Nature of Attention: Voluntary and Non-Voluntary Attention. Laws of Attention. Psychological and Ontological Reflection. The Soul's Consciousness of Itself. Validity of the Testimony of Consciousness. Apt Perception. Sub-Conscious States.

Memory. Process of Recollection. Laws of Association. Retention of Past Experiences. Physical Theory. Scholastic Theory. Qualities of a Good Memory. Training of the Memory. Diseases of the Memory.

Rational Appetency. Nature of the Will. Spontaneous Action and Deliberation. Free Will and Determinism. The Emotions. Habits. Character.

Rational Psychology. The Soul. False Theories on the Nature of the Soul. Hume, Mill. James. Monism. Mind Stuff. Hoeffding's Doctrine. The Soul's Substantiality, Simplicity, Spirituality, Identity. Double Consciousness. Alterations of Personality. Hypnotism. Immortality of the Soul.

Soul and Body. Individuality of the Soul. Identity of the Vegetative, Sensitive and Rational Soul in Man. Union of Soul and Body. Theory of Plato. Occasionalism. Preestablished Harmony. Aristotleico-Scholastic Doctrine. Unity of Nature and of Person. Locus of the Soul. Origin of the Soul. Theories of Emanation. Traducianism. Evolution Theory. Creation Doctrine.

COURSE V—Natural Theology.

Definition and Scope. Relation to Dogmatic Theology. Necessity. The Existence, Essence and Attributes of God. Concurrence of God in the Actions of Creatures.

The existence of God. Monotheistic Philosophers on our Knowledge of the Existence of God. Ontologism. Malebranche, Gioberti, Rosmini. Traditionalism. Ontological Proof of St. Anselm, Descartes, Liebnitz, for the Existence of God. The Metaphysical Proof. The Argument from Design. The Moral Proof. Kant, Mill, Spencer, Mallock et al. on the Proofs of God's Existence. Atheism. Agnosticism. Religious and Moral Consequences of Agnosticism.

The Essence of God. The Idea of the Infinite. Unity of God. Physical and Metaphysical Essence. Polytheism. Pantheism. Modren Pantheists; Spinoza, Fichte, Schelling, Hegel. Anthropomorphism. Herbert Spencer on the Anthropomorphic Idea of God.

The Divine Attributes. Immortality, Eternity and Immensity of God. St. Thomas, Lessius, Newton, Clarke on the Immensity of God. Simplicity and Infinity of God. The Divine Intellect and Knowledge. Foreknowledge of God. Objection against the Divine Foreknowledge of Free Actions. The Divine Will. Freedom of the Divine Will. Omnipotence of God. Mill's Objections against the Divine Omnipotence.

Concurrence of God in the Actions of Creatures. Preservation of Creatures. Supernatural, Natural, Mediate and Immediate Concurrence. St. Thomas and Premotion. Divine Providence

and Its Relation to Physical and Moral Evil. The Possibility of a Supernatural Providence.

COURSE VI—Ethics.

Fundamental Ethics. Moral Acts and Moral Obligation.

Definition, Nature, Object Necessity of Ethics. Ethics and Revelation. False Theories Regarding Fundamental Principles of Ethics. The Ultimate End of Man. Beatitude. End of Man's Present Existence. The Human Act. Merit and Accountability. The Passions. Virtue and Vice. Morality of Human Acts. False Opinions of the Nature of Morality. The Norm or Standard of Morality. False Standards. Utilitarianism and Hedonism. Bentham, Mill, Spencer, et al. The Moral Sense. The Determinants of Morality. The Eternal Law. The Natural Law. Properties and Sanction of the Natural Law. Nature and Origin of Moral Obligation. False Theories of the Origin of Obligation. Kant's Categorical Imperative. Conscience. Probabilism.

Applied Ethics. Rights and Duties.

The Inner and Outer Worship Due to God. Obligation of Accepting Divine Revelation. Rationalism. Indifferentism. Suicide. Direct and Indirect Killing. Killing Done in Self Defense. Lying. Mental Reservation.

Right of Ownership. Communism. Socialism. Theories of Henry George. Herbert Spencer on the Rights of Property. Modes of Acquiring Property. Rights of Disposing of Property by Will. Relations of Capital and Labor. Trade Unions. Strikes.

Society in General. Nature and End of Domestic Society. Unity and Indissoulibility of Matrimony. Divorce. Parental Authority. Education of the Child. Civil Society, Its Nature, End, Origin. False Theories on the Origin of Civil Society. Hobbes, Rousseau. Scholastic Doctrine. Forms of Civil Government. Citizenship. Universal Suffrage. The Functions of Civil Government. Legislative, Judiciary, Executive. Taxation. Death Penalty. Freedom of Worship. Freedom of the Press. State Education.

International Law. Various Meanings of Jus Gentium. Foundations of International Law. Mutual Relations of Nations. Right

of Commerce. Right of Intervention. Rights of Neutrals. Nature and Justice of War. Arbitration.

COURSE VII—Cosmology.

Origin of the World. Pantheism, Materialism, Creationism. The Divine Purpose in Creating. Optimism. The World in Its Nature: Finite, Composite and Contingent. Essential Constituents of Bodies. Dynamic and Atomic Theory. Atoms, Ions, Corpuscles. Hylomorphism. Nature of Matter and Form. Primary and Secondary Qualities of Bodies. Activity of Bodies. Radio-Activity. Law of the Conservation of Energy. Transmutation of Matter. Laws of Nature. Miracles.

Space and Time: Descartes, Newton, Clark, Fenelon, Balmes, on the Nature of Space. Kant's Theory of Space and Time.

COURSE VIII—The History of Philosophy. A General Survey of the History of Philosophy embracing Pre-Christian and Christian Philosophy. 1.—Oriental Philosophy: India: Brahminism and Buddhism. Persia, China, Egypt and Western Asia. 2.—Greek Philosophy: The Period of Preparation: The Ionic Philosophers. The Pythagoreans, the Eleatics, the Sophists. The Period of Perfection: Socrates, Imperfect Followers of Socrates, Plato, Aristotle. Period of Decay: Stocism, Epicurean Philosophy, Scepticism, Eclecticism. 3.—Philosophy of Rome and Alexandria. Philosophy of Rome: The Alexandrian School: The Greco Jewish School, The Greco Oriental School.

The Philosophy of the Christian Era. 1.—Patristic Philosophy: The Ante-Nicene Fathers, The Post-Nicene Fathers. 2.—Mediaeval Philosophy: The Period of Formation, Growth of Scholasticism, Perfection of Scholasticism, Decline of Scholasticism. 3.—Modern Philosophy: The Transition Period, From Descartes to Kant, Cartesianism, Confusion Consequent on Cartesianism, The Idealistic Movement. From Kant to our own Time. German Philosophy, Scottish Philosophy, French Philosophy, English Philosophy, Philosophy in America, Italian and Spanish Philosophy, Neo Scholastic Philosophy. Turner, Finlay-Stoeckel, Handbook of the History of Philosophy, for reference.

LATIN

COURSE I.—Livy, Books XXI and XXII.

Authorities for the Third Decade. Relation to Polybius. Livy's

Uncritical Methods. Impossibility of Estimating Livy as an Original Historian. His Character as Shown in his Work. Literary Excellence. Livy as Marking a Transition in the Latin Language. Peculiarities of Style. Diction and Grammar.

COURSE II.—Cicero, De Senectute and De Amicitia.

A course designed to keep the student, while engaged in the study of Livy and Horace, in touch with Cicero's standard Latin prose composition and to develop the power of reading Latin at sight.

COURSE III.—Horace, Odes and Epodes.

Thought Structure of the Odes. Metric Schemes. Lyric Poetry. Horace and Maecenas. Horace and Augustus. The Philosophy and Literary Art of Horace. Syntax and Style. Order and Use of Words.

COURSE IV.—Terence Phormio.

The Origin of the Roman Drama. Its Debt to Grecian Models. Terence's Place in Latin Literature. His Style. Ante-Classical and Colloquial Usages. The Scansion of Terence's Poetry.

COURSE V.—Cicero: Pro Milone. A Systematized study of Latin Oratory, illustrating the general principles of Rhetoric and those peculiar to Roman Oratory. Plan of the Speech in detail. Introduction, Proposition, Arguments, Force, Position, Sequence, as exemplified in the Pro Milone.

COURSE VI.—Horace: Satires and Epistles.

Horace's Place in the History of Satire. His Relation to Lucilius. The Purpose and Function of Satire. Characteristic Elements in the Satires of Horace. The Epistles as a form of Literature. Comparative Study of the Epistles and Satires with Regard to style, ethical purpose and poetical value. Comparison with the Odes in regard to content and style.

COURSE VII.—Tacitus: Agricola and Germania.

Life and writings of Tacitus. Literary Character of the Agricola. Rhetorical Devices. Purpose and Sources of the Agricola. Style and Rhetoric. Purpose and Sources of the Germania. Trustworthiness of the Germania. Style and Rhetoric.

COURSE VIII—Cicero: Quaestiones Tusculanae.

The Object of this Course is to illustrate especially the spec-

ulative and ethical thought of Roman society with regard, e. g., to such topics as the nature and immortality of the soul, thereby supplementing the work in philosophy and the history of philosophy.

COURSE IX.—Selections from the Poets.

A course designed to give a general view of Roman poetry and to familiarize the student with authors not previously seen. The selections studied embrace such writers as Lucretius, Catullus, the Elegiac poets, etc.

COURSE X.—Latin Composition: (Gildersleeve-Lodge.)

(a) Systematic exposition of the more difficult forms of the compound sentence, with exercises.

(b) Exercises in continuous discourse with special reference to the cultivation of Latin Style.

(c) Original essays on literary and philosophical topics.

ENGLISH

COURSE I.—Rhetoric: (Genung, Practical Elements.) Definition. Rhetoric as Adaptation. Rhetoric as an Art. Province and Distribution of Rhetoric.

Style in General. Diction. Choice of Words. Characteristics of Poetic Diction. Characteristics and Types of Prose Diction. Diction as determined by Object and Occasion. Composition.

COURSE II.—Rhetoric. Scope of invention. The Basis, Mental Aptitudes and Habits. General Processes in the Ordering of Material. Reproduction of the Thought of Others. Invention Dealing with Observed Objects: Description. Invention Dealing with Events: Narration. Invention dealing with Generalizations: Exposition. Invention Dealing with Truths: Argumentation. Invention Dealing with Practical Issues: Persuasion.

COURSE III.—The History of English Literature: (Long: English Literature) The Victorian Age.

COURSE IV.—The Puritan Age. Period of the Restoration. Eighteenth Century Literature. The Age of Romanticism.

COURSE V.—The Anglo-Saxon Period. The Anglo-Norman Period.

The Age of Chaucer. The Revival of Learning. The Age of Elizabeth.

The above courses are carried on by means of Lectures, written reports, collateral reading in Manly, English Poetry and English Prose and other works.

COURSE VI.—Dante's Divina Commedia: Reading and reports from such works as Snell's Italian Literature; Ozanam; Church; Hettinger, Divina Commedia; Hogan, The Life and Works of Dante Allighieri.

HISTORY

The following courses in History presuppose a general idea of the history of Europe and its civilization. The courses are designed with a view to supplement more elementary information, by tracing the great movements which have led to the present development of society. Accordingly stress is laid upon the decisive epochs which stand out as points of departure in the evolution of civililized man. TEXT: Guggenberger, General History of the Christian Era.

COURSE I.—The History of Europe from the Teutonic Invasions to the Establishment of the Papal States: The Invasions of Italy, Islam, The Franks, The Lombards and the Holy See. Relations between Church and State.

COURSE II.—The Carolingian Monarchy to the Greek Schism: Northmen in Europe, The Making of Germany and the Rise of the Empire. The Exodus of the Normans, The Contest about Lay Investiture, The Outbreak of the Photian Schism.

COURSE III.—The Crusades to the Age of Philip IV: Rise of the Papacy, The Invasion of the Mongols, to the Death of Boniface VIII.

COURSE IV.—Causes of the Protestant Revolution. The Renaissance: The Exile of the Papacy and the Great Western Schism. The Hundred Years War and the War of the Roses. Consolidation of the European Monarchies. Character of the Period.

COURSE V.—The Protestant Revolution, The Age of Charles V. The Protestant Revolution in England and Scotland. The Catholic Revival.

COURSE VI.—The Wars of Religion: The Hugenot Wars in France.

Philip II, Mary Stuart and Elizabeth. The Thirty Years War. The Puritan Revolution. The Age of Louis XIV.

MATHEMATICS

The following courses in Mathematics are designed not merely to furnish the necessary equipment for special work of a higher nature, but also to ground the student in habits of correct reasoning. Precision, attention to detail and logical method are especially emphasized.

COURSE I.—Higher Algebra, (Wentworth.)

Rapid review of the more important parts of Elementary Algebra. Surds. Simple Indeterminate Equations. Inequalities. Ratio, Proportion and Variation. Binomial Theorem (any exponent). Logarithms, Combinations and Dermutaions. Unilateral Coefficients. Expotential and Logarathmic Series. General Solution of Equations. Five hours per week for one Semester.

COURSE II.—Plane Trigonometry, (Wentworth). Fundamental Formulae. Solution of Right Triangles, Regular Polygons, Oblique Triangles, Quadrilaterals. Use of transit and chain. Outdoor measurements. Five hours per week for one Semester.

COURSE III.—Analytical Geometry. Algebraic and Trigonometric conceptions. The Point. Locus of an Equation. Equation of a Locus. The Straight Line. The Circle. Different Systems of Coordinates. Parabola. Ellipse. Hyperbola. Loci of the Second Order. Higher Plane Curves. Supplementary Problems solved by the student. Five hours a week for one Semester.

PHYSICS

COURSE I—General Physics. A review of previous work and a preparation for more advanced study with special reference to the mathematical side of physics. Lectures and recitations from such texts as Crewe or Carhart, University Physics, supplemented with laboratory work. Special attention is given to accuracy in observation and checking of results.

COURSE II.—More advanced work along special lines, such as Mechanics, Sound and Light, or Heat, Electricity and Magnetism. The work is done in the laboratory, under the guidance of the professor, the student depending largely upon himself for accuracy of observation and calculation.

LANGUAGE

(One to be studied at the option of the student.)

GREEK—Homer, Odyssey. Euripides, Hecuba. Plato, The Apology. Demosthenes, Olynthiacs. A reading course designed to furnish the students with topics of study in ancient poetry, to give facility in more rapid reading and to lay a foundation for more advanced work.

FRENCH—A course intended to supplement the courses offered in the High School. French Lyric Poetry, Lamartine, Beranger, De Musset, etc. Selected dramas of Moliere, Racine. Sainte Beuve, Selected Essays. Taine, Les Origines de la France Contemporaine. Bazin, Les Oberle. Short essays in French on topics connected with reading. Translations and original theme work in French.

GERMAN—Reading and study of such works as Freytag, Soll und Haben. Lessing, Emilia Galotti. Tieck, Genoveva. Selections from Goethe, Dichtung und Wahrheit. Reference reading on the lives and works of the authors. Short German themes on assigned Subjects. General view of German literature.

SOCIETIES

Routt College Literary and Debating Society

Realizing that a knowledge of the art of expression is necessary for any one who wishes to take part in the affairs of the world, the Faculty of Routt College decided to found a Literary and Debating Society for the purpose of inciting the pupils to a laudable emulation in the acquirement of a dignified, fluent and persuasive mastery of the English language in public utterance.

This society was organized Wednesday evening, October 6th, 1909, when the following officers were elected for the year:

Professor Downing.....Moderator
Leo Flood.....President
Elizabeth B. Sweeney..... .....Secretary

Among the questions debated were the following:

November 24, 1909—"Resolved that Chinese Immigration to the United States should be Restricted." Affirmative: George Leonard, John Sweeney. Negative: Mildred Grant, Edwin Brady. Decision for the affirmative.

March 5, 1910—"Resolved that it is to the Best Interests of the United States to Build and Maintain a Large Navy." Affirmative: Ida Harmon, Agnes O'Meara. Negative: Elizabeth Sweeney, Catherine O'Meara. Decision for the Negative.

April 20, 1910—"Resolved that Boards of Arbitration with Compulsory Powers Should Be Established to Settle Disputes Between Employers and Wage Earners." Affirmative: George Leonard, Rose Sheehan, John Sweeney. Negative: Anna Sweeney' Mildred Grant, Leo Flood. Decision for the Negative.

Routt College Fifth Annual Commencement

WEDNESDAY, JUNE 22, 8:00 P. M.

PROGRAM

Invitation to the Dance.....vonWeber
Prof. H. Derdeyn

Salutatory—"Perseverance"
Agnes M. O'Meara

"The Soldier's Chorus".....Faust-Gounod

"Woman in Pagan and Christian Rome"
Mildred S. Grant

Danse Espagnole.....D'Arrillaga
Margaret A. Ring

"Catholics and Science"
Catherine A. O'Meara.

Solo—"The King of the Vikings".....Philipps
Terrance Brennan

"The Land and the People"
Elizabeth B. Sweeney

"Utilitarian Ideals"
Margaret A. Ring

Valedictory—"Educated Women as Leaders"
Rose C. Sheehan

Address—Rev. D. L. Crowe

Vocal Solo.....
Very Rev'd Dean O'Brien

CONFERRING OF DEGREES

"Te Deum Laudamus.....Poynter
Chorus

Benediction

DEGREES

The Degree of Bachelor of Arts was conferred upon:

Mildred S. Grant
Agnes M. O'Meara
Elizabeth B. Sweeney
Margaret A. Ring
Catherine A. O'Meara
Rose C. Sheehan

The honors of the Graduating Class were won by Rose Clare Sheehan.

THE ACADEMY

THE ACADEMY

It is of unquestionable advantage, wherever possible, for the student to follow High School and Collegiate work under the same general direction. The College offers, through its preparatory school, a four years' course corresponding to that of the best High Schools.

ADMISSION TO THE ACADEMY

Students will be admitted to the Academy either by certificate, or by examination. A certificate attesting the completion of the grammar school course will admit pupils to the first year of the Academic Course. Students without certificates must pass an examination in Reading, Writing, Spelling, Elementary English, U. S. History, Geography, Arithmetic. In every case a satisfactory testimonial of good moral character must be presented.

ADMISSION TO ADVANCED STANDING

On presenting satisfactory evidence of ability to follow any of the more advanced courses of the Academy, students shall be permitted to take up such work as shall be deemed advisable.

GRADES

Students are graded on a basis of 100 per cent. Seventy-five per cent is the passing mark. Whenever, at the close of a scholastic year, the general average of monthly grades and examinations shall fall below seventy-five per cent in any branch or branches, before being allowed to graduate, the student shall be required to pass on any subject or subjects in which he may be deficient.

OPTIONAL STUDIES

Any student of the Academy contemplating College Study, besides the other subjects of the Curriculum must present, as a requirement for College Entrance, three years of work either in Greek or French or German at his option. The choice once made, the study must be pursued through the three years.

Description of Courses in the Academic Department

ENGLISH

The Course in English is designed to meet the demands of the Committee on Uniform College Requirements and aims to give a good general idea of the various types of prose and poetical composition, together with a review of the more important principles of English Grammar.

COURSE I—Grammar, review of important principles. Rhetoric, (Herrick & Damon). Choice of subject. Collection of material. Methods of theme writing. The paragraph. The sentence. Vocabulary. Punctuation. Letter writing. Composition.

Authors for study: Irving, Sketch Book; Scott, Lady of the Lake; Goldsmith, The Deserted Village.

COURSE II—Rhetoric, (Herrick & Damon, Parts II and III).

Composition: Weekly themes on assigned subjects. Authors: Shakespeare, Julius Caesar; George Eliot, Silas Marner; Coleridge, The Ancient Mariner; The Pilgrim's Progress, Part I.

COURSE III—Rhetoric, (Herrick & Damon). General Review.

Composition: Weekly themes on assigned subjects. Authors: Shakespeare, The Merchant of Venice; Tennyson, Gareth and Lynette, Launcelot and Eliane, The Passing of Arthur; Scott, Ivanhoe; Roger de Coverley Papers.

COURSE IV.—Rhetoric: Argumentative Composition. Briefs and Brief Making. Debating.

Composition: Weekly themes on assigned topics. Authors: Shakespeare, Macbeth; Burke on Conciliation; Milton, Minor Poems; Macaulay, Essay on Johnson.

LATIN

COURSE I—Bennett's Foundations of Latin entire. Special attention to the mastery of forms and the acquisition of vocabulary.

Author: Ritchie: Fabulae Faciles (Kirtland).

COURSE II—Grammar, (Bennett). Bennett, Review of forms and

declensions. More general principles of Syntax of nouns, pronouns, adjectives and verbs.

Author: Caesar, Gallic War, Books I-III. Sight Reading from Book IV.

Composition: (D'Ooge). Frequent exercises in oral work. One written exercise weekly, based on the author.

COURSE III—Grammar: (Bennett) Syntax of Verbs and Particles.

Author: Cicero, Orations against Cataline, I-IV; Pro Lege Manilia; Pro Archia Poeta.

Composition: (D'Ooge). Practice in oral translation, based on the daily assignment. Weekly written themes.

COURSE IV—Grammar: (Bennett). General review of previous work. General hints on Latin style. Prosody.

Author: Vergil, Aeneid, Books I, II, IV, VI.

Composition: (D'Ooge). Oral and written exercises illustrating the more important points of Syntax.

GREEK

The College through its preparatory and collegiate departments offers four courses in Greek, all elective. They are designed to give the student a good reading knowledge of the language and to fit him for advanced work. Additional courses will be arranged to suit demands.

COURSE I.—(White's First Greek Book). Introductory Notions. Declension of Nouns and Adjectives. Comparison of adjectives. The regular verb. Conjugation of mute and contract verbs. Prepositions, Pronouns. The more general principles of syntax, including the use of the Subjunctive, Optative, Infinitive, and Participle.

COURSE II.—Grammar: (Goodwin). Review of preceding matter and more complete study of syntax as necessary for the understanding of the author.

Author: Xenophon, Anabasis, Books I-IV.

Composition: One exercise weekly based on the author.

COURSE III.—Homer, Iliad, Books I, III, IV, VI. General review of the most important principles of grammar, with weekly written exercises in composition.

PHYSICS

The course in physics is designed to lay a broad foundation for subsequent work and to train the student to habits of systematic thought and observation. Text: Hoadley—Brief Course in General Physics.

COURSE I.—Mechanism of solids, liquids and gases. Sound, Heat. Light. Electricity. Magnetism. Laboratory work of not less than two hours a week.

MATHEMATICS

COURSE I.—Elementary Algebra, (Wentworth): Fundamental Operations. Special cases of multiplication and division. Highest Common Denominator. Lowest Common Multiple. Fractions. Fractional Equations. Simultaneous Equations. Involution. Evolution. Theory of Exponents. Radicals. Quadratic Equations. Simultaneous Quadratics.

COURSE II.—Plane Geometry, (Wentworth): Points. Lines. Surfaces. Angles. Triangles. Paralels. Parallelograms. Loci of Points. Polygons. Circles. Problems of Construction. Equivalents and Area. Similar Figures. Ratio and Proportion. Regular Polygons and Circles. Theory of Limits. Incommensurable Magnitude. As many exercises as time permits are done by the class.

COURSE III.—Solid Geometry, (Wentworth): Lines and Planes. Dihedral Angles. Polyhedral Angles. Prisms. Paralleopipeds. Pyramids. Similar. Polyhedrons. Regular Polyhedrons. Cones. Prismatoid Formula. The Sphere. A number of exercises relating to each of the above topics are included in the course. The selection is made with a view to the application of important formulae developed in class to practical measurements. Much of the work is studied objectively.

BOTANY

A course in Botany comprising a general treatment of the Plant World.

Dissections and drawings are made of the typical representatives of the various groups. The functions of the tissues and organs of plants are studied by observation and experiment. Text: Bergen—The Foundation of Botany.

HISTORY

COURSE I.—(Barnes, Brief History of Ancient Peoples). Greek History. Legendary History. Dorian Migration. Grecian Colonies. Sparta. Athens. Persian Wars. The Age of Pericles. The Peloponnesian War. Lacedaemon. The Theban Dominion. The Macedonian Empire. Alexander's Successors. Grecian Civilization. Institutions, Literature, Religion, Mythology, Manners and Customs.

COURSE II.—Roman History. Founding and Early Government of the City. The Sabine Invasion. Etruscan Conquest. Servian Constitution. The Republic. The Decemvirs. Triumph of the Plebs. The Gallic Invasion. War with Pyrrhus. The Punic Wars. Wars in Macedon and Greece. Civil Wars. Marius, Sulla, Cataline, First Triumvirate. Civil War. Second Triumvirate. Imperial Rome. Barbaric Invasions. Fall of Rome. Roman Society. Government, Army, Literature, Education, Religion.

COURSE III.—English History, (Wyatt-Davies). The Romans in Britain. Conversion of English. The Danish Invasion and Conquest. Restoration. Norman Invasions. The loss of Normandy. War of the Roses. Struggle between the King and Parliament. The Civil War. The Commonwealth. Restoration. William and Mary. The Georgian Era. Napoleonic Wars and the Settlement of Europe. Modern England.

COURSE IV.—Modern History, (Fredet): The Migration of Nations. First Teutonic Invasions and Settlements. The Invaders of Italy. Islam. The Franks and the Lombards. Relation of Church and State. The Rise of The Empire. The Carolingians. The Northmen in Europe. The Making of Germany. Exodus of the Normans. The Contest about Lay Investiture. The Crusades. The Renaissance. The Great Western Schism. The Consolidation of the European Monarchies. The Reformation. The Age of Charles V. The Reformation in England and Scotland. The Age of Louis XIV. The Making of Russia. The Partition of Poland. The French Revolution. The Era of Napoleon I.

GERMAN

COURSE I.—Careful drill in pronounciation. Declensions and conjugations. General rules of Syntax, especially relating to word arrangement and the use of cases. Reading, translating and the

memorizing of selections. Practice in writing and conversation. Daily theme work.

COURSE II.—More advanced grammar. Irregular forms. Daily practice in reading, writing and conversation. Longer and more difficult selections from the classic and modern authors. Memorizing of extracts in prose and poetry. Exercise in the easier forms of composition. Reproductive translation.

COURSE III.—Rapid review of syntax, taken in connection with reading and study of authors. Reproductive translation, paraphrases. Readings in history, biography and general literature. Exercise in sight reading.

FRENCH

COURSE I.—Careful drill in pronunciation. The rudiments of grammar—inflections of the regular and the most common irregular verbs. The use of personal pronouns, common adverbs, prepositions, and conjunctions. The order of words in a sentence. The elementary rules of syntax. Easy exercises for cultivating readiness in the natural forms of expression. Reading of graduated texts. Writing from dictation.

COURSE II—Reading of easy modern prose in the form of stories, plays, historical and biographical sketches. Constant practice in translating into French easy variations on the texts read. Frequent abstracts, written and oral, of portions of the text read. Writing from dictation. Drill on the rudiments of grammar, by means of composition. Mastery of the forms and use of pronouns, pronominal adjectives. Irregular verbs, Simpler uses of the Conditional and Subjunctive.

COURSE III—Reading of French authors of ordinary difficulty. Constant practice in French paraphrasing of the authors. Abstracts and reproductions. Writing from dictation. General review of French Syntax.

SIGMA PHI EPSILON DEBATING SOCIETY

This society was organized in December 1909 for the members of the Academic Department. Its object is to cultivate ease and facility in public speaking and the fostering of closer union among the students by means of frequent informal social gatherings. At these meetings programs are rendered consisting of music, declamation, extempore speeches and debates.

During the semester just completed, the following questions were debated:

Resolved that Prohibition is the best policy for American cities.

Resolved that Senators should be elected by a direct vote of the people.

Resolved that railroads should be owned and controlled by the Federal government.

Resolved that Intercollegiate football is for the best interests of the college.

It is the intention of the society to hold meetings every two weeks. The officers are as follows:

Professor Carroll.....Moderator
Robert Emmett Keating.....President
Clara Eleanor Eck.....Vice President
James Oliver Cain.....Secretary-Treasurer

Mary Cecilia Mahoney
Marguerite Butler
Earl Arthur Harmon
} Rhetorical Committee

GRADUATING EXERCISES

Academic Department

TUESDAY, JUNE 21, 8:00 P. M.

PROGRAM

Galop di Bravarura.....Schulhoff
Prof. H. Derdeyn

Salutatory—"Opportunity"
Mary C. Mahoney

"Edmund Burke"
Nellie I. Boylan

College Boys Glee Club....."Until the Dawn"
August Hofferkamp, Terrance Brennan
Emmett Keating, George Leonard

"Catholic Pages in American History"
Clara E. Eck

College Girls Glee Club....."The Slumber Boat"
Louise White, Marie Murphy, Ethel Sweeney
Marie Meany, Teresa Walsh, Margaret Butler

Valedictory....."True Culture"
Calista R. Doolin

DIPLOMAS

Hark! The Curfew's Solemn Sound.....Chorus

Benediction

DIPLOMAS

Diplomas in the Academic Department were awarded to:

Nellie Irene Boylan
Clarence Eleanor Eck
Calista Raphael Doolin
Mary Cecilia Mahoney

The honors of the Graduating Class in the Academic Department were won by:

Callista R. Doolin

LIST OF STUDENTS

Alexander, Edward
Armstrong, Marceline
Boland, Helen
Boland, Josephine
Bolton, Frederick
Boylan, Laura
Boylan, Nellie
Brady, Charles E.
Brown, Anna
Butler, James
Butler, Helen
Butler, Marguerite
Butler, Donald
Cahill, Thomas
Cain, John D.
Cain, Louis
Cain, Muriel
Cain, Oliver
Carrigan, Thomas
Clerihan, Thomasina
Colby, Edna
Cosgriff, Edward
Crowe, Mary
Donovan, Joseph
Donovan, James
Donovan, Leo
Doolin, Calista
Doolin, Francis
Doolin, Leo
Dooling, Percy
Dooling, Philip
Dowling, Mary
Dowling, Nellie
Doyle, Charlotte
Doyle, Margaret
Duffner, Loretta
Eads, William Joseph
Eck, Clara Eleanor
Edson, Alvin Wilcox
Ferry, Dorothy
Flood, Agnes
Flood, Leo
Gebert, Barbara
Gebert, Helen
Gorman, Frances
Gorman, Mary
Grant, Mildred
Hamilton, Carl
Harmon, Anna Cecilia
Harmon, Earl
Harmon, Ida Mary
Harmon, Lucille
Harmon, Ilene
Harmon, Irene Catharine
Hegarty, Ruth
Hegarty, Lawrence
Hoban, Mary
Hoban, John
Hofferkamp, August
Hooley, Margaret
Hooley, Katharine
Howe, Helen
Howe, Elsie
Joyce, Austin
Joyce, Grattan
Joyce, William
Keating, Emmett
Kehoe, Leona
Kelly, Allen
Kelly, Irene
Kelly, Frank
Kelly, Mary
Kepler, Adella
Kingsley, Arthur
Kingsley, Ruth
Kumle, Gertrude
Lawless, Thomas
Leary, Grace

Leonard, George
Lonergan, Lillian
Lonergan, Mabel
Lonergan, Florence
Lonergan, Rose Elizabeth
Lonergan, Teresa
McBride, Edna
McCarthy, Jeanette
McCarthy Nellie
McGinnis, Joseph
McGinnis, Edgar
McNamara, Katherine
Magner, Rose
Mahoney, Hannah
Mahoney, Mary
Maloney, Edward
Mandeville, Luke
Meany, John
Meany, Marie
Mollenbrock, Lena
Morrissey, Marguerite
Morrissey, Hazel
Mulgrew, John
Murphy, Marie
Murphy, Helen
O'Brien, John
Odem, Marie
O'Meara, Agnes
O'Meara Catherine
Pieper, Henry
Quinlan, Margaret
Rayborn, Ethel
Ring, James
Ring, Margaret
Roach, Nellie
Robinson, Frank
Rook, Leonard
Ross, Alice
Ryan, Ralph
Ryan, Katherine
Ryan, Harold
Ryan, Mary
Ryan, Charles
Schirz, Mathilda
Schmalz, Frederick
Schmalz, Cletus
Sehy, Leo
Sehy, Joseph
Sheehan, Margaret A.
Sheehan, Rose Clare
Shields, William
Sloan, Mary
Sloan, John
Sloan, Francis
Sullivan, Catharine
Sullivan, Mary
Sweeney, Anna
Sweeney, Elizabeth B.
Sweeney, Charlotte
Sweeney, Ethel
Sweeney, Catharnie
Sweeney, John Valentine
Taylor, Maude
Topping, Dolorita
Tuite, Frances
Tuite, Marie
Walsh, Catherine
Walsh, Edna
Walsh, Clarence Joseph
Walsh, Josephine
Walsh, Kathleen
Walsh, Thomas
Walsh, Marie
Walsh, Bernard
Walsh, Theresa
Weisenberg, Edward
Weisenberg, Oscar
Weisenberg, Katherine
Wheeling, Ernest
White, Louise

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